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THE HISTORY OF EDUCATION OF CANDLER
COUNTY, GEORGIA

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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THE HISTORY OF EDUCATION OF CANDLER
COUNTY, GEORGIA

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CHAPTER I

INTRODUCTION

There has been a definite need for a study of the history of education of Candler County, Georgia. To the writer's knowledge, nothing has been written on the county educational system prior to this study.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to study the educational problems which the state has confronted and overcome; (2) to study the problems of the area that is now Candler County to see how that area progressed in education prior to the formation of Candler County; and (3) to compare enrollments, expenditures, and facilities of the schools for white and colored children in Candler County.

Importance of the study. A history of the educational system of Candler County will give to the teachers and pupils a keener understanding of past educational advancements. It will help the future board members and educational leaders face the future with a better understanding, after a glance into the past.

II. PROCEDURE

The collection of materials for this thesis was begun in Candler County. This work was done at the county superintendent's office, where the minutes of the board of education, the auditor's reports, and the principals' reports were studied. Personal interviews with residents of the area were held next in order to get information that was not recorded. Visits were made to the county school superintendent's offices in Bulloch, Emanuel, and Tattnall Counties. The following libraries were visited and used during the research for this writing: University of Georgia, Athens; Carnegie and Rhodes, Atlanta; Georgia Teachers College, Collegeboro; and Appalachian State Teachers College, Boone, North Carolina.

CHAPTER II

HISTORICAL BACKGROUND

Many years ago only the northern part of what is now Georgia was above the ocean. The land arose, the waters receded, and the mouths of unnamed streams worked their way southward, cutting themselves channels to keep contact with the retreating ocean waters.¹ These streams are now known as the Savannah, Ocmulgee, Chattahoochee, Altamaha, Ocoonee, Ogeechee, Canoochee, and other rivers.

Georgia has both plains and mountains, with a great intervening space between which is called the piedmont region. This region covers one third of the state, while the coastal plain covers more than one half of the state. There is diversity in climate, soil, vegetation, and animal life, each region having its own types.

When Columbus discovered America, he also discovered people here whom he mistakenly called Indians. Large mounds of earth were found in northern Georgia, which originated the custom of referring to the earliest settlers as "Mound Builders."

The Indians who lived in Georgia belonged to tribes known as Cherokees and Creeks. The Cherokees occupied the

¹E. Merton Coulter, Georgia, A Short History (Chapel Hill: The University of North Carolina Press, 1947), p. 3.

mountainous section, and the Creeks lived in the southern section.

The first white men to appear on the Georgia scene were the Spaniards.² They gave this section the name Guale. Many attempts were made by the Spaniards to "save the souls" of the early, uncivilized Indians who inhabited the region. Finally the disinterested Indians rose up and drove the missionaries out of the state.³

Another order of missionaries moved in and succeeded in confirming more than a thousand Indians. Missions were built in large numbers over the region. The Spaniards succeeded in possessing Georgia until pirates cleared the coast of missions and forced out the Spaniards with the exception of those in the interior of the state.

Queen Anne's War drove the Spaniards out of their St. Mary's outpost. In 1704 the Spanish were defeated by Moore and his crew consisting of fifty Carolinians and one thousand Indian allies. The territorial problem was still unsolved in 1713.

The Carolinians were vitally interested in their territorial possessions south and west of the Savannah River, for there lay the valuable fur trade and the new lands for

²Ibid., p. 7.

³Ibid., p. 11.

their expanding plantations.⁴ Up until this time, the Yemassee Indians living east of Savannah had been friendly. Settlers kept moving in and crowding them out. Dishonest traders, urged on by the French emissaries and Spanish, finally subdued them. The Indians were finally driven to the protection of the Spanish in St. Augustine.

Sir Robert Montgomery in 1717 made some progress in colonizing the region beyond the Savannah River to keep the Indians from molesting the Carolinians. The Carolinas finally discovered that no colonial part-time militia could settle the problem of their international frontier, so they proposed to set up a line of forts and place in them soldiers and guns so that the people of this trans-Savannah country could trade in peace. The first fort, built to defy the Spanish and French, was constructed in 1721 near the mouth of the Altamaha River in a marsh; it was called Fort King George. Another fort was also built. Because of mutinous garrisons both of these forts were destroyed by fire.

The year after Fort King George was destroyed, a Carolina expedition punished the Yemassees at St. Augustine. It was finally realized by the home government that the Yemassee Indians were an imperial problem.

England was having serious problems pertaining to

⁴Ibid., p. 12.

living conditions at this time due to much unemployment. Large debts were built up even on the part of the more privileged classes of people. The law of the land gave the creditor the right to restrain the freedom of the debtor, even to the extent of throwing him into prison. Constantly the debtor prisons were being overrun with these unfortunate Englishmen.⁵

The English prisons made two names famous: James Edward Oglethorpe and John Bunyan. Oglethorpe had liberated many unfortunate prisoners, and Bunyan had written a well-known book while in prison.⁶

Oglethorpe was well born. He entered Oxford University and stayed a short while before engaging in the War of the Spanish Succession. In 1722 he was elected to Parliament. He played no part of any consequence until a friend of his was thrown into prison. His investigations resulted in liberating 10,000 unfortunates in 1730.⁷

Dr. Thomas Bray deserves some mention, for he realized the seriousness of having so many freed prisoners who had no jobs and no means of paying past debts. He had worked in the past as a great promoter of philanthropy and moral betterment. He had organized many libraries in England and in

⁵Ibid., p. 14.

⁶Ibid., p. 15.

⁷Ibid., p. 16.

America and had promoted Christianity and education among Negro slaves. Although approaching old age and having poor health, he organized a group of associates who, after his death in 1730, continued his work.⁸ One of these associates, who was a friend of Oglethorpe's, was presented by Oglethorpe with a scheme to send some of these past debtors, or prisoners, to America. A charter was granted on June 9, 1832, and a number of causes joined hands to bring about the founding of this new English colony called Georgia.⁹

To the general public, Georgia meant the blossoming forth of a great ecclesiastical imperialism, a refuge to those people who had in England been persecuted for religious and other mentioned reasons, a place where education could be promoted for the good of all, and a new pattern of world organization might be set up. Thus began the early development in the educational history of Georgia.

⁸ Ibid.

⁹ Ibid.

CHAPTER III

GEOGRAPHICAL BACKGROUND

Candler County is located in the southeastern part of the state of Georgia. The latitude is approximately thirty-two degrees, thirty minutes; longitude, eighty degrees and forty-five minutes. The area comprises approximately 251 square miles or approximately 160,640 land acres. Candler County is an agricultural region located in the coastal plains of Georgia. The elevation is from two hundred to three hundred feet and is gently rolling.¹

Candler County is bounded by the counties of Evans, Bulloch, Emanuel, and Tattnall. Metter is the county seat and is located almost directly in the center of the county. It is within seventy miles of Savannah, one of the leading ports of the South; within eighty-seven miles of Augusta; and within 120 miles of Macon.

Climatic conditions. Candler County has a mild climate. The first frost usually falls about November 15 and the last about March 15; snow is very unusual. The average rainfall is about forty-eight inches each year. The growing season is 245 days; therefore, very few work days are lost

¹ Georgia Agricultural Statistics (Athens, Georgia: University of Georgia, 1947), p. 70.

on the farm during the year because of the weather. The cool breezes from the ocean and gulf sweep over this part of the state causing nights to be very pleasant during the summer.

Occupation and income. The chief occupation of Candler County is agriculture. Retail business ranks second in occupations. The yearly average income of this group has been estimated at \$3600. There is one wholesale house whose salesmen work in several of the surrounding counties. The Rural Electrification Corporation is one of the newest establishments in the county, employing twelve people. A garment factory has been operating for one year. This factory at the present time has thirty employees but is expected to increase this number to 150 in 1956. A grain elevator which stores grain for farmers from all sections of Georgia was completed in 1951.

A county hospital was purchased in 1954. This hospital was previously a private hospital, but upon the death of the owner, the county voted to sell bonds to purchase it for the county. The hospital is an object of pride for the entire county.

The county has several community houses. The largest and newest is at Metter. This new community house idea was originated in the civic clubs. They started a fund and, with the help of the county board of education and county commissioners, the community house was completed. It is believed

that Candler's community house is one of the best in the state according to the population of the county.

Social customs. The social status of Candler County is high because of the high standard of education. The college at Statesboro (twenty miles away) has contributed to the social standard by offering the artist series, concerts, civic club productions, and various other programs for community interest. Many activities are held in the Metter school auditorium.

Religion. Metter and Candler County are predominantly Protestant in their religious beliefs. To select which religious sect is largest would be difficult. The largest three are fairly evenly divided. These three are Missionary Baptist, Primitive Baptist, and Methodist. There are several other sects, including the Church of God. A small number of Catholics reside within the county; however, they go to Statesboro, as there is not a Catholic Mission in Candler County.

The churches are one of the leading influences upon the youth of the county. The pastors of the churches in Metter and Candler County are highly qualified for their work and are leaders in the progress of the community.

Transportation and communication. Candler County has a good transportation system. Six paved roads leading

in different directions from Metter make the town similar to the hub of a wheel. The highways of Candler County consist only of county and state roads, although it is only twelve miles to highways 301 and 80. Highway 301 is the shortest route from Maine to Miami. Highway 80 runs from Savannah to California. Operating over the highways are two bus lines that serve the county. These are the Southeastern Greyhound and the Atlantic Trailways. The buses are well scheduled to meet the needs of the general public.

The Central of Georgia Railroad comes to Metter from Statesboro. Railroad service through the remainder of the county has been discontinued. Accessibility to markets is easy by rail.

The government has installed an airport near Statesboro. This airport, however, is mainly for private use.² The nearest commercial airlines are in Savannah. Three major airlines serve the city, connecting Savannah with all major cities in the United States.

Telephone service in Candler County is ample. Two years ago the Pineland Telephone Corporation, with headquarters in Metter, bought out several private exchanges. A new system was built and is now in operation.

Candler County has one weekly newspaper, the Metter

²Bulloch County, A Survey Report, unpublished report (Collegeboro, Georgia: Georgia Teachers College, 1949), 16 pp.

Advertiser. The Savannah Morning News and the Atlanta Journal have the largest circulation of any papers from outside the county.

Health and recreation. Candler County has a highly rated health program. A new health center has recently been built. The health program includes the state-required vaccinations for the school children, consulting the general public concerning the newest diseases, and caring for the poorer families.

There are many farm ponds in Candler County which offer some of the best forms of recreation in the county. Swimming, parties, picnics, fish fries, and fishing are among the entertainments and recreation to be found at these ponds. A good fishing river is the Canoochee River which bisects the county. It is centrally located and is said to be one of the best fishing streams in Georgia.

Wild game hunting is carried on extensively in all parts of the county. Hunting for deer, squirrels, and quail is one of the favorite sports.

The high school has a fine athletic program and participates in competitive athletics. Metter previously had an outstanding baseball team, a member of the Ogeechee League, but it has been discontinued for the present time. Different forms of recreation are offered by Lake Side, a recreation center three miles from Metter. Here a person can picnic,

swim, skate, or dance. Mr. Cliff Baggett, a local business man, built a lake near the city limits; this lake is open to the public for boating and swimming. Candler County has two theaters, one of which is a drive-in. It can be seen that Candler County has a well rounded program of recreational entertainment at all times.

Civic organizations. Candler County has several civic organizations. The Farm Bureau consists of all persons having agricultural interests; it provides means for carrying on educational, promotional, and legislative programs for rural people. The Kiwanis Club promotes the civic, educational, economic, and social welfare and advancement of the people of the county. The Junior Chamber of Commerce has as its purpose to create and foster the growth of the young men's commercial life in the community and to secure cooperation on questions affecting the groups. The Parent Teacher Association promotes health, education, safety, and juvenile guidance, and seeks to raise the standards of education and home life.

The Veterans of Foreign Wars and the American Legion strive to preserve comradeship by their devotion to mutual helpfulness among their members, the needy families of the county, and the hospitalized people of the county.

Juvenile delinquency and law enforcement agencies.

The rate of juvenile delinquency has been so low in this county that the provision for a juvenile court has not been necessary. If there should be a case, it is tried in regular court. When the defendant is found guilty for the first time, the person is usually paroled to a citizen of the community. If such a person should be found guilty of an offense more than once, generally that person is sent to a state school of correction. While in such an institution, the person is taught some trade that will provide a living when the sentence is completed. Should such a person be paroled, the county welfare board is notified, and it is the duty of this board to provide a job for the person on parole. The only way a person who is on parole can get off the probation list is to become a member of the armed forces.

The office of the county sheriff is the only law enforcement office filled by popular vote. Deputy sheriffs are appointed by the sheriff to aid in enforcing state and local laws.

Other officers found in Candler County are the county police, who are hired by the county commissioners, and the city police, who are hired by the city councils.

Natural resources in Candler County. The only natural resource of any significance in Candler County is its forest products. In 1948 Georgia for the first time led the southern states in pulpwood production. There were 1,770,600 cords of

pulpwood produced in Georgia in 1948 with Candler County producing approximately 8,000 cords of this amount.

There are 79,399 acres of forest land in Candler County from which the farmers receive a large percentage of their income.³

Agriculture. Farming is the most important industry of Candler County. There are approximately 50,000 acres of Candler County's land under cultivation. The leading cash crops are tobacco, peanuts, cotton, and corn. Some of the other crops are oats, watermelons, cantaloupes, and pecans. Hogs, cattle, and poultry are raised.

Metter is one of Georgia's leading tobacco markets. There were 2,356,285 pounds of tobacco sold in 1945.⁴ There are six large tobacco warehouses, two of which were built in 1954, in Candler County. The tobacco allotment of Candler County is 2,756 acres. The county's average yield per acre is approximately 1,028 pounds. Metter has four large cotton gins. These gins have a large volume of business every fall. Metter is also becoming widely known as a poultry center. The Metter Egg Company is one of the most modern plants in southeastern Georgia.

³Georgia Agricultural Statistics, op. cit., p. 70.

⁴Ibid., p. 71.

Farmers are offered assistance by the Agricultural Conservation Program for carrying out conservation practices which meet approved specifications and conditions of payment. Assistance may be in form of cash payments as reimbursements, or a part of the cost of materials and services used in carrying out conservation practices.

Financing. Banking and financing facilities for Candler County are concentrated in Metter, the county seat. The name of the only bank is Metter Banking Company. Farm loans constitute the majority of financial aid offered by this bank.

CHAPTER IV

REVIEW OF THE EDUCATIONAL HISTORY OF GEORGIA

The earliest efforts toward education in Georgia found expression in the school for the religious instruction of the Indians located at Irene and conducted by the Moravians. The Orphan Home established at Bethesda, near Savannah, by the Reverend George Whitefield in association with his friend, the Honorable James Habersham, was established second. The former continued only a few years, its existence terminating with the departure of the Moravian settlers for Pennsylvania in 1738. The other claims a more extended life, and it constituted the most prominent institution of learning in the colony prior to the Revolution.¹

Free books and public education for Georgians started in January, 1732, when James Leake of London gave to the trustees of the proposed colony one thousand spelling books.²

Life in the colonies went on much the same as in England. The basic elements in education were carried on in the home and consisted of inculcating moral principles based on the Bible. The people possessed an air of assurance, adequacy,

¹Charles E. Jones, Education in Georgia (Washington, D. C.: Government Printing Office, 1889), p. 11.

²Haygood S. Bowden, Two Hundred Years of Education (Richmond: Dietz Printing Company, 1932), p. viii.

and certainty in all human thinking. There was a lack of concrete scientific knowledge and an all-pervading belief in supernaturalism. Psychology was merely a combination of theology, metaphysics, and phrenology.³

The trustees, from the first effort toward colonization under the supervision of General Oglethorpe, provided for a minister and a school master. As these vocations at this time were closely interwoven, the church and school served the same purpose. The interests of the rector and teacher were common.⁴

It cannot be said that the leaders of colonial Georgia were not college bred. Oglethorpe had a Master of Arts degree from Corpus Christi College, Oxford. John Wesley, Charles Wesley, John M. Bolzius, George Whitefield, Benjamin Ingham, Charles Delmotte, John Tolschig, and John A. Dober had extensive college training.⁵

Charles S. Edwards in his Master's thesis stated:

When Georgia became a royal colony in 1752, prosperity came with the new leadership. Private schools flourished throughout the coastal area. These schools were attended by the wealthy with little or no provision for the children of the poorer classes. Up until the time of the

³Jones, op. cit., p. 3.

⁴Bowden, op. cit., p. 21.

⁵Ibid., p. 8.

Revolution, the colonists, for the most part, found themselves without formal education.⁶

Although it has been shown that many of the leaders were well educated and industrious, this was not always true of the teachers. Some of the teachers were listless, moving from one place to another and teaching as little as possible. Many instances occurred in which the teachers were not as religious as they were expected to be.

Some months had elapsed after the signing of the Declaration of Independence when Georgia took her first step in educational progress. This was done under the Constitution of 1777, the fifty-fourth section of which provided that each county should erect schools, which would be supported at the general expense of the state. During the Revolutionary War, there were so many distractions and inconveniences that all efforts for education, either public or private, were wholly omitted. With the return of peace and the adjustment of affairs, attention was once more directed to education.⁷

The first legislation with regard to public education occurring after the war is found in an act providing the laying out of reserve land in Augusta into acre lots and the erecting of an academy or seminary for learning and other

⁶Charles S. Edwards, "A History of the Educational Development of Glynn County, Georgia" (unpublished Master's thesis, Appalachian State Teachers College, Boone, North Carolina, 1954), p. 4.

⁷Jones, op. cit., p. 17.

purposes. By the fourteenth section of this act, the governor was empowered to grant one thousand acres of land in each county for a free school. Many academies were established throughout the state. The acre lots in Augusta were to be sold and the money from these sales used to erect an academy. This action was taken, and the academy is still in use in Augusta.

Other laws were enacted in 1784 and 1792. The latter was an act authorizing the commissioners of the county academies to purchase one thousand pounds' worth of confiscated property to be used to support these institutions. Similar provisions were made in 1802 and 1810 and were used to cover the situations where the commissioners had not received their portion.⁸

In 1817 an act was passed appropriating two hundred and fifty thousand dollars as an endowment to support the free schools throughout the state. This amount was supplemented by another appropriation of five hundred thousand dollars to be divided evenly among the free schools and the academies. No provision was made regarding the organization and management of the schools. This money was to be invested and the income from these investments used to pay the expenses of those unable to pay tuition. A parent whose annual tax

⁸ Ibid.

was not over fifty cents was declared poor, and his children could draw support from the poor school fund. This provided for elementary education for three years to those who were between the ages of eight and eighteen. Either indifference or pride, which would not acknowledge poverty, caused many of the eligible children to go without this offered education. Twenty per cent of the white adults of the state were illiterate by 1850.⁹

By an act of 1836, one third of the surplus revenue, amounting to three hundred and fifty thousand dollars, was set apart as "a permanent free school and education fund," and a joint committee of five--two from the Senate and three from the House of Representatives--was appointed. Their duty was "to digest a plan of common school education best adapted to the genius, habits of life and thought, of the people of Georgia." A committee of two was also authorized to visit, during the ensuing year, different parts of the United States, particularly New England, to study their school systems and to report to the general assembly at their next regular session a plan for common schools.¹⁰

The committee recommended the adoption of a system not too far removed from those used in the eastern and

⁹T. E. Smith, The History of Education in Monroe County (Forsyth, Georgia: Monroe Advertiser, 1934), p. 16.

¹⁰Ibid.

middle states. The committee agreed that the good of a community required that the rich and poor children should attend school together. At the same time they objected to the moral and social tendency of the manual labor system considered as a system of general education to be adopted and used by the government.

The legislature amended and modified this system and in 1837 passed an act establishing a general system of education by common schools to take effect in 1839. The following year an act was passed allowing the inferior courts, on the recommendation of the grand jury, to levy an extra tax in their respective counties. The amount of money raised was to be added to the school fund.¹¹

The objections to the poor school system can be explained by the exact words of Governor William Schley in referring to the distinction between academic and poor schools:

There should be no such designations as academic and poor schools, because they are invidious and insulting. Poverty, though a great inconvenience, is no crime; and it is highly improper, whilst you offer to aid the cause of education, to say to a portion of the people "you are poor." Thousands of freeman who, though indigent, are honest, patriotic, and valuable citizens, will refuse your bounty and despise the hand that offers it, because it is accompanied with insult.¹²

Another objection to the poor school system was that the magistrates whose duty it was to turn in the names of the

¹¹Jones, op. cit., pp. 26-27.

¹²Ibid., p. 28.

eligible children many times failed to do so.

In 1849 the acts of 1837 and 1838 establishing a system of common schools were repealed, and the funds for their support were put aside as a poor school fund. This legislative act was amended in 1843, and the inferior courts were authorized to raise a sufficient amount which, when added to the pro rate distribution from the state, would be sufficient to educate the poor children in their respective counties.¹³

During this period the three counties out of which Candler County was later to be formed were laid out: Bulloch in 1796, Emanuel in 1812, and Tattnall in 1801. Several instances were found where these three counties received aid from the state for use in the poor schools. How much was used for the section that is now Candler County could not be determined, since no schools or sections of each county were mentioned. Many people did go to these schools from the Candler County area as has been ascertained by personal interviews.¹⁴

In 1858 the legislature set apart one hundred thousand dollars annually of the earnings of the state's Western and Atlantic Railroad for educational purposes. Before

¹³Ibid.

¹⁴Personal interviews with Jake Daughtry and Dan R. Mercer, June 4, 1955.

this could come about, however, the Civil War came upon the state.¹⁵

¹⁵ Jones, op. cit., p. 30.

CHAPTER V

EDUCATION IN GEORGIA FROM 1860 UNTIL 1914

It has already been shown that there was no systematic type of common schools supported by public taxation prior to the Civil War in Georgia. This chapter deals with the attempts toward the establishment of such a system.

Efforts were made in 1845 and again in 1856 to inaugurate a common school system in the state, both of which were unsuccessful. At this time, however, it was evident that the people of Georgia were beginning to feel the need and were expecting the erection of public or free schools. As has been seen, the first big step in that direction came in 1858 when the state set aside one hundred thousand dollars annually out of the state's Western and Atlantic Railroad's earnings for educational purposes.¹ These measures show that but for the Civil War, the establishment of free schools was in the near future.

The Constitution of 1868 directed the legislature to provide for the establishment of common schools, free to all children of the state. With this idea in mind an act was passed in 1870. Governor Bulloch, seeing the need, appointed General J. R. Lewis as State School Commissioner. In 1872

¹Charles E. Jones, Education in Georgia (Washington, D. C.: Government Printing Office, 1889), p. 30.

another school law was passed whereby one half of the rental from the Western and Atlantic Railroad was directed to the public school fund. Then again, with the reconstruction, Governor Bulloch left Georgia very hurriedly. Georgia then had a new school commissioner, Professor Gustavus J. Orr.²

FIRST STATE TEACHERS ASSOCIATION

The State Teachers Association held its first annual meeting as a regular organization in Atlanta in August, 1869. A committee was appointed to report upon a school system adapted to the conditions and wants of Georgia. This report was submitted first to the executive committee of the association, and after revision by its members it went to the association itself. The association went over the final report written by Dr. Orr and found it so satisfactory that very few changes were made. The report was then made into a bill and after much discussion was put before the legislature. The result was that the plan of the Georgia Teachers Association was put before the Committee on Education of the House and Senate. A bill was framed and became a law, following in its main provisions the system mapped out in the report.³

Under the Act of 1870, when General J. R. Lewis was

²Lawton B. Evans, History of Georgia (New York: University Publishing Company, 1900), pp. 316-17.

³Jones, op. cit., p. 33.

appointed State School Commissioner and entered upon his duties, schools were very generally put in operation. The legislature, however, had used the school funds for other purposes, and when the school term closed there was no way to pay the approximate three hundred thousand dollars owed to the school people.

As was already mentioned Dr. Orr was next appointed State School Commissioner. After taking office in 1872 one of his first official acts was to direct school officers not to establish public schools during the year 1872. This suspension was due to the confusion in the school finances and the lack of confidence of the teachers because of the unpaid debt of 1871.⁴

During the summer session of the legislature in 1872, upon the recommendation of the State School Commissioner, an act was passed to raise money to pay the debt due to the teachers. A sum was raised at that session and later sessions until all, or nearly all, of the debt was paid.

Upon the request of Judge William M. Reese, senator from the twenty-ninth district, a bill was prepared by the State School Commissioner to "perfect the public school system and to supersede existing school laws."⁵ This bill

⁴Ibid.

⁵Ibid., p. 34.

was introduced in the summer of 1872 by Judge Reese and was ably pushed by him. It passed both the House and the Senate. This law greatly influenced the school law of the state to-day.

For several years following 1872, especially in 1877, many people tried to undo the good work done by the school people; however, they were highly unsuccessful, for by that time the people had seen what this type of school system could do, and not many legislatures dared do anything to destroy it.

SOURCES OF THE PUBLIC SCHOOL FUND

The public school funds came from the following sources: the poll tax, one half of the rental of the Western and Atlantic Railroad, a tax on shows and exhibits, a tax on dealers in spirituous and malt liquours, the net proceed of the hire of convicts, the net proceeds of the fees of the inspection of fertilizer, and certain other sources.⁶

A direct property tax, though specifically authorized both by the Constitutions of 1868 and 1877 and though often proposed, has never been levied. The school fund grew gradually from \$250,000 in 1873 to \$795,987 in 1887. The fund and the number who came forward to participate in its benefits

⁶Ibid.

during these years have increased with even pace. The early beginnings were small. In 1871 there were enrolled 42,914 white children and 6,664 colored children. In 1872 as before stated, there were no public schools in Georgia.⁷

In the summer of 1873 the State School Commissioner assembled in Atlanta the county commissioners of the state in a convention. This meeting was of great importance. Much enthusiasm was shown, as the school finances were on a better basis than at any previous time. The commissioners returned to their respective counties with hopes of inaugurating public schools at once. They did fairly well in carrying out their resolutions.⁸

In comparing the attendance of 1873 with that of 1885, it was found that in the former year there were 63,922 white children and 19,755 colored children, or a total of 83,677 in the schools. In 1885 there were 190,346 whites and 119,248 colored pupils, making a total of 309,594 in attendance. From this it can be seen that the attendance was, in the case of white children, 126,424 beyond that of 1873. In the case of colored children there was an increase of 99,493; the aggregate increase was 225,917.⁹

⁷Ibid., p. 35.

⁸Ibid.

⁹Ibid., p. 36.

GRADUAL INCREASE IN ATTENDANCE

Table I shows by years the steady advance in the number of children attending the public schools of the state of Georgia.¹⁰

TABLE I

GRADUAL INCREASE IN ATTENDANCE FROM 1871-1887
IN THE PUBLIC SCHOOLS OF GEORGIA

Year	White	Colored	Total	Increase over preceding year	Average attendance	Increase over preceding year
1871	42,914	6,664	49,578	--	--	--
1872	--	--	--	--	--	--
1873	63,922	19,755	83,677	34,099	--	--
1874	93,167	42,374	135,541	51,864	85,839	--
1875	105,990	50,835	165,375	20,834	98,029	12,190
1876	121,418	57,987	179,405	23,030	108,646	10,617
1877	128,296	62,330	190,626	11,221	119,160	10,571
1878	137,217	72,655	209,872	19,246	130,605	11,445
1879	147,192	79,435	226,627	16,755	130,565	Not reported
1880	150,134	86,399	236,533	9,906	145,190	14,625
1881	153,156	91,041	244,179	7,646	149,908	4,718
1882	161,377	95,055	256,432	12,253	164,180	14,272
1883	175,668	111,743	287,411	30,979	188,371	24,191
1884	181,355	110,150	291,505	4,094	195,035	6,664
1885	190,346	119,248	309,594	18,079	209,184	14,149
1886	196,852	122,872	319,724	10,130	226,407	17,223
1887	208,865	133,429	342,294	22,570	226,290	117

¹⁰Ibid., p. 35.

SPECIAL SCHOOL SYSTEMS

Along with the general system established and made operative throughout the state by the law enacted in 1870, there have grown up special school systems. These systems are regulated and controlled by local laws. The first to set up their special school systems in Georgia were Chatham County in 1865, Columbus in 1866, Atlanta in 1870, Bibb and Richmond in 1872, Glynn in 1873, and Americus in 1884. By this time nearly all of the counties had fairly well established school systems.

Doctor Orr, in his address on "The Best School System for a Southern State" said:

After twelve months' study of the systems of all the states, the ideal system, the system considered as the best and which was submitted as the best to the association, followed very closely in its leading provisions the school law of Georgia; and both these distinguished gentlemen afterward, in public addresses delivered in my state, declared the Georgia system to be the very best, with one or two exceptions, in the United States.¹¹

As the Act of 1874 provided for elementary schools only, the high schools, except for the special school systems, almost went out of existence. In 1905 there were only seven four-year high schools in Georgia.¹²

¹¹Ibid., pp. 38-39.

¹²Charles Edwards, "A History of the Educational Development of Glynn County, Georgia" (unpublished Master's thesis, Appalachian State Teachers College, Boone, North Carolina, 1954), p. 11.

In 1904 the constitution was amended to provide for the establishment of local tax districts. The income of these districts was to be used for schools.¹³ This was a big step in the progress of education, as many Georgians had been watching the progress of the special schools set up by individual communities as high schools. As there were not enough finances, however, they could only wait. A levying of taxes from each district pointed the way to a solution.

In 1910 an amendment to the constitution was adopted, permitting taxes to be levied for the support of high schools; it was 1912, however, before the high school was made an integral part of the state school system.¹⁴

The growth of education in Georgia can be seen by the percentage of illiterates in 1870 and 1930. In 1870 twenty-seven per cent of the whites were illiterate; by 1930 this percentage was reduced to three and three tenths per cent.

¹³T. E. Smith, The History of Education in Monroe County (Forsyth, Georgia: Monroe Advertiser, 1934), p. 18.

¹⁴Ibid.

CHAPTER VI

EDUCATION IN GEORGIA FROM 1914 TO 1955

THE BEGINNING OF CANDLER COUNTY

The period of education in Georgia from 1914 until the present time could very well be termed the Golden Age of Education in Georgia. Much is yet to be done, but this period, as will be seen, inaugurated an era of progress which culminated in a better school program.

Candler County, which was formed in 1914, had its first schools in 1915. Candler was cut out of three counties: Bulloch, Tattnall, and Emanuel. It cannot be determined how many students came from each of the original counties as the records cannot be found. A close guess was attempted by subtracting the 1915 pupils from the number in 1914 in the three original counties. This could not be done, however, as Tattnall gave land and pupils to two new counties.

The census of Candler County was not taken until 1920; but in order to arrive at the per cent of illiteracy in the county in 1914, illiteracy percentages of the three original counties of 1910 were figured. They were as follows: Bulloch County, 16.4; Emanuel County, 26.2; and Tattnall County, 16.5. The average was 19.7.¹

¹Census Report of Georgia, 1910, p. 40.

Candler County's education program was led by the following members of the first board of education: A. H. Stapler, Superintendent, L. H. Sewell, Bennett Durden, E. J. Bird, George O. Franklin, and S. T. Edenfield.

One of the board's first official acts was to set up a school fund or budget, which was set at \$7,375.84. On March 9, 1915, the board borrowed \$6,890 of the above mentioned budget to pay the teachers for the year.² Some of the facts concerning the schools in 1915 can be seen in Table II.³

TABLE II
FACTS CONCERNING THE 1915 SCHOOLS FOR
WHITE AND COLORED PUPILS

	White	Colored
No. brick buildings	1	0
No. frame buildings	19	13
No. one room buildings	10	13
No. two room buildings	9	0
No. of libraries	9	0
No. of volumes	609	--
Value of volumes	\$411.00	--
No. new schools built	0	0
No. repaired	4	--
Value of repairs	\$22.80	--
No. of standard schools	1	0
No. of districts voting taxes	2	
Total value of equipment not including library	\$2,559.00	\$75.00
No. of schools with patent desks	15	--
Total number of patent desks	841	--
No. high schools	1	0
No. elementary schools	19	13
No. visits by county supt.	26	26
Days taught		100

²Minutes Candler County Board of Education, p. 2.

³Ibid.

TABLE III
ENROLLMENT FOR 1915

	Grades											Total	Average daily attendance
	1	2	3	4	5	6	7	8	9	10	11		
White	387	174	183	177	192	84	121	22	8	5	0	1353	855
Colored	277	147	84	90	72	21	0	0	0	0	0	691	408

TABLE IV
TEACHERS' SALARIES AND OTHER FACTS OF 1915⁴

	Monthly Salaries			
	Grammar Grades		High School	
	Males	Females	Males	Females
White	\$43.80	\$33.39	\$100.00	--
Colored	14.37	13.70	--	--
Funds from the state				\$ 1,252.66
Funds from taxation				2,306.90
Value of school property				13,875.50
Painted or completed schools				6
Average monthly salary of white teachers				38.59
Average monthly salary of colored teachers				14.28
Teachers with normal training (white)				19
Teachers with normal training (colored)				0
No. of schools measuring up to efficiency required by the state department				1
Monthly cost of tuition per pupil				
White				1.59
Colored				.51
Total salary received by county school supt.				650.00
Amount paid to county board members				114.00

⁴1916 State Department Yearbook, p. 54.

The common school courses were completed at the following schools in 1915 with the schools giving the proper recognition to the pupils getting the certificates: Rosemary, nine; Corsica, four; and Cool Spring, one.⁵ Mr. W. A. Brinson, a prominent farmer of the Aline community was appointed as a new member to the county board of education the same year.⁶

A dispute between Tattnall and Candler Counties concerning a boundary line was still unsettled. Three schools were affected. These three were Wolf Creek, Corsica, and Cowart. The county board of education of Tattnall County met with the Candler county board of education and agreed to subtract 313 pupils from Tattnall County and add them to Candler as a basis for school funds until the line between the counties could be settled. Of those living in the disputed area, 107 were to remain in Tattnall County until the boundary dispute was settled.⁷

In July, 1915, the county board of education authorized the sum of \$10.00 to be used to pay for the examinations given to the teachers. The teachers were graded, with the grades ranging from ninety-six down to fifty-three.⁸ Also in 1915 a new chairman of the board of education was elected. His

⁵Minutes of the Candler County Board of Education, May, 1951, p. 3.

⁶Ibid., p. 4.

⁷Ibid., p. 6.

⁸Ibid.

name was George O. Franklin. Mr. Franklin was to serve very efficiently for five years in this capacity.⁹

A new school for the colored was built in 1916. The name of this new school was Smyrna. Later in 1916 the Corsica Colored School moved to the Baptist Church in Aline; the Hogan Colored School moved to Oak Grove, using the name of Oak Grove; Mercer Grove Elementary School for the colored was established, and a teacher was employed there at a salary of \$12.00 per month.

TABLE V
SALARIES AUTHORIZED IN FEBRUARY, 1916¹⁰

White	Monthly Salary	Colored	Monthly Salary
1st grade principal	\$35.00	1st grade assistant	\$20.00
2nd grade principal	30.00	2nd grade assistant	18.00
1st grade assistant	30.00	3rd grade gen. elem.	15.00
2nd grade assistant	25.00	3rd grade assistant	12.00
3rd grade assistant	20.00		

Other events affecting the schools in 1916 were:

Mr. L. H. Sewell was appointed to the county board of education in May, 1916. Mr. Sewell was later to serve as chairman of this board for seven years. The first mention of taxation specifically for the schools of the county was in June

⁹Ibid., p. 7.

¹⁰Ibid., p. 8.

of this year. This tax was to be used to keep a seven month school for the county schools and a nine month school for Metter. In September a high school was authorized at Aline, and a school at Elbethal was organized and given a teacher.

The events of 1917 began with Mr. M. H. Williams succeeding Doctor Stapler as county school superintendent in January. The county board of education abolished Oak Grove School and placed the school back at Hogan. After much petitioning, the Corsica School was moved to the Coleman School. The 1917 minimum average number of pupils per school was agreed upon as being twenty for a one teacher school, fifty for a two teacher school, and eighty-five for a three teacher school. In April the teachers were advised of the following:

All teachers are required to subscribe for and read two professional magazines. Teachers in the employ of the board of education are not permitted to engage in card parties, dances, or other questionable entertainment.¹¹

Two notable events occurred in 1918. Mr. Brooks Holloway was added as a new member of the county board of education. The Pine Hill and Green Valley Schools were consolidated and used the name Pine Hill. Also at this same meeting the board established the Eden Colored School.

In February, 1919, Mr. O. Warren was appointed to the

¹¹ Ibid., p. 9.

county board after serving as a trustee of the Cool Spring School for some time. At this same meeting the name of the Aline Colored School was changed to Mt. Zion School.

In December, 1920, Mr. George O. Franklin resigned, and Mr. L. H. Sewell was elected the new president of the board of education. Mr. Charles L. Nevills of the Pulaski District was appointed a new board member.

Six-months schools were authorized by the board of education for the 1921-22 term. Also in August of 1921, part of the Coleman School became known as Ohoopee School.

The Atwood and Excelsior Schools were consolidated with Pulaski in October, 1922. The name of the Pulaski School was to be the Pulaski Consolidated High School. This consolidation was brought about by aid from the state to consolidate some of the smaller schools in order to have a more efficient school. The name of the act authorizing this aid was the Barrett-Rogers Act. Also in 1922, Mr. T. H. Kirkland was elected president of the county board of education. The board members at this time were: T. H. Kirkland, J. H. Glisson, I. E. Everett, and H. L. Cartee.¹²

During 1923 and 1924 the Beulah, Elbethel, and Rosemary Schools were consolidated, and the new name was the Rosemary Consolidated School. Pine Grove and Hietha Schools were consolidated with Metter High School. In August, 1924,

¹²Ibid., p. 13.

the board decided to discontinue all high school work at the Franklin and Maine Schools for the 1924-25 term. The school term was decided upon as being five months. The Collins School District was consolidated with Stillmore in October, 1924. Table VI shows the schools, teachers, and money authorized for 1924-25.

TABLE VI

NAMES OF SCHOOLS, NUMBER OF TEACHERS AND GRADES,
AND AMOUNT OF SALARIES FOR 1924-25

<u>White</u>			
Name of school	Number of teachers	Number of grades	Money per month
Aline Junior High	3	9	\$160.00
Cool Spring	1	7	50.00
Coleman	1	7	50.00
Cowart	2	7	90.00
Evergreen	2	7	90.00
Franklin	2	11	90.00
Maine	2	7	90.00
Magnolia	1	7	50.00
Pulaski Senior High	6	11	310.00
Rosemary Junior High	4	10	210.00
Saplin Grove	1	7	50.00
Union Junior High	4	10	210.00
Wolf Creek	2	7	90.00

<u>Colored</u>			
Name of school	Number of teachers	Number of grades	Money per month
Aline	1	7	\$ 20.00
Boston	1	7	20.00
Canoe	1	7	25.00
Dekle Branch	1	7	20.00
Dixon Grove	1	7	20.00

TABLE VI (continued)

Name of school	<u>Colored</u>		
	Number of teachers	Number of grades	Money per month
Fish Trap	1	7	\$ 30.00
Hogan	1	7	20.00
Metter Junior High	3	7	80.00
Mercer Grove	1	7	25.00
Parrish	2	7	50.00
Pulaski	2	7	50.00
Piney Grove	1	7	20.00
Smyrna	1	7	20.00
Charlton Grove	1	7	20.00
Cobbtown in Tattnall			35.00

In January, 1925, Mr. J. M. Creech, Jr. became superintendent of Candler County schools to succeed Mr. Williams. In May the board set the 1925-26 school term at six months. In October, the Canoe Territory and Collins District were consolidated into Metter High School.¹³

Mr. T. H. Kirkland was elected president of the county board of education in March, 1927. Other board members at that time were Mr. W. S. Durden and Mr. I. E. Wilson. A little later Mr. G. B. Hendricks was added. Saplin Grove was given permission to teach the eighth grade at this same meeting.

The following consolidations were carried out in 1928

¹³Ibid., p. 28.

and 1929. The Franklin School consolidated with Pulaski. The Evergreen District, composed of the Evergreen, Cowart, and Wolf Creek Schools, was consolidated to make up Central Consolidated High School. Magnolia School consolidated with Maine, and Cool Spring consolidated with Aline. Saplin Grove consolidated one half with Metter and one half with Pulaski. Piney Woods Colored School was consolidated with Mercer Grove. Eden Colored School was consolidated with Aline and Smyrna Schools.

The school term for 1929-30 was approved as follows: seven months for white schools, six months for colored county schools, and seven months for Metter Colored School.¹⁴

TABLE VII

WHITE SCHOOLS, NUMBER OF TEACHERS, AND SALARIES FOR 1929-30

Name of school	Number of teachers	Salaries	
Aline Junior High	4	\$280 per month for 7 months	\$1960
Coleman Grade	2	130 per month for 7 months	910
Central Junior High	4	280 per month for 7 months	1960
Maine Junior High	3	220 per month for 7 months	1540
Metter Senior High	15	1150 per month for 7 months	8050
Pine Grove Grade	2	130 per month for 7 months	910
Pulaski Senior High	10	810 per month for 7 months	5670
Rosemary Junior High	5	340 per month for 7 months	2380
Union Junior High	6	460 per month for 7 months	3220
Total	51	\$3800	\$26,600

¹⁴Ibid., p. 29.

TABLE VIII

COLORED SCHOOLS, NUMBER OF TEACHERS, AND SALARIES FOR 1929-30

Name of school	Number of teachers	Salaries	
Aline	1	\$25 per month for 6 months	\$150
Atwood	1	12 per month for 6 months	72
Canoe	1	25 per month for 6 months	150
Charlton Grove	1	12 per month for 6 months	72
Dekle Branch	1	25 per month for 6 months	150
Dixon Grove	1	25 per month for 6 months	150
Fish Trap	1	25 per month for 6 months	150
Hogan	1	25 per month for 6 months	150
Mercer Grove	1	25 per month for 6 months	150
Metter Junior High	3	125 per month for 7 months	875
Parrish	2	50 per month for 6 months	300
Pulaski	2	50 per month for 6 months	300
Smyrna	1	25 per month for 6 months	150
Total	17	\$449.	\$2819

In April, 1930, Coleman School District was split, half going to Aline and half going to Central. Also in 1930 the county board appropriated \$250.00 to start a commercial course. This was in line with the State Program of Commercial Education.

Mr. Fred L. Miles, the present county school superintendent, took office in January, 1933. Mr. W. T. Wright was president of the county board of education at that time. The board consolidated the Pulaski Colored School with two more colored schools and made a junior high school, known later as Byrd Junior High School.

The county board of education members in March, 1935, were: Mr. Fred L. Miles, superintendent; Mr. W. T. Wright, president; Mr. A. V. Holloway, Mr. S. L. Williams, Mr. L. H. Edenfield, and Mr. George W. Watson.¹⁵

TABLE IX
WHITE TEACHER QUALIFICATIONS IN 1937¹⁶

School	College Training						Total
	5 years	4 years	3 years	2 years	1 year	less than one	
Aline	0	1	0	0	5	0	6
Central	0	1	0	5	0	0	6
Maine	0	4	0	0	0	0	4
Metter	1	9	0	11	0	0	21
Pulaski	0	4	1	7	0	0	12
Pine Grove	0	0	0	3	0	0	3
Rosemary	0	1	1	4	0	0	6
Union	0	1	0	0	4	0	5
Total	1	21	2	30	9	0	63

¹⁵ Ibid., p. 30.

¹⁶ 1937 State Department of Education Yearbook, p. 59.

TABLE X
COLORED TEACHER QUALIFICATIONS IN 1937

School	College Training					County lic.	Total
	5 years	4 years	3 years	2 years	1 year		
Aline	0	0	0	0	0	1	1
Dixon Grove	0	0	0	0	0	1	1
Dekle Branch	0	0	0	0	0	1	1
Eden	0	0	0	0	0	1	1
Fish Trap	0	0	0	0	0	1	1
Mercer Grove	0	0	0	0	0	1	1
Metter	0	2	0	4	1	0	7
Piney Grove	0	0	0	0	0	1	1
Pulaski	0	2	2	0	0	0	4
Reedy Creek	0	0	0	0	0	1	1
Smyrna	0	0	0	0	0	2	2
	part-time non-teaching employee					1	1
Total	0	4	2	4	1	11	22

Georgia had one of its most prosperous years in the field of education in 1937. The teachers got a new pay scale on the state level. This helped to eliminate the ill feelings that sometimes occurred when one teacher got a higher salary than another, even though both had the same qualifications. Another big accomplishment to come under Governor Ed Rivers' administration was the Free Textbook Act. This finally made Georgia schools actually "free" schools. The only fee left in most counties was a commercial fee which was done away with in the next few years.

In October, 1940, the present clerk in the office of the county superintendent, Mrs. Fred L. Miles, was employed. She is a person for whom everyone has the greatest respect, especially those who have worked with her.

The new Vocational Agriculture Building in Metter was completed in March, 1940. This was a great advancement toward the ideal school plant at Metter, as the old classrooms for agriculture were not in very good condition. At the same time a canning plant was built at Pulaski High School. The agriculture teacher rotated from one school to the other, holding classes in the morning at one school and in the afternoon at the other.¹⁷

In September, 1941, Rosemary School was destroyed by fire, and plans were made to get a new brick building. With money obtained by floating district bonds, the new brick building was soon completed. At this time the new building is being used as a community house, as the school has long since been consolidated with Metter.

Mr. S. C. Kingrey was elected president of the county board of education in March, 1943. Mr. L. H. Edenfield was elected vice-chairman, a position he still holds.

In July, 1944, Maine School was consolidated with Union for the duration of the war. Pine Grove was also given permission to consolidate with Metter. In August, 1944, the

¹⁷Minutes of the Candler County Board of Education, op. cit., p. 32.

first mention was made in the minutes of the county board concerning the Candler County Training School in Metter for the colored.

Mrs. Lonnie Jones was employed in December, 1945, as the county visiting teacher, a position she still holds. The board members in 1947 were as follows: Roy A. Hendricks, chairman; L. H. Edenfield, vice-chairman; A. V. Holloway, S. L. Williams, and Wallace D. Watson, a new member. A petition was presented to obtain the signatures of the required twenty-five per cent of the voters to get a new gymnasium. Up until this time the tobacco warehouse was used as a gymnasium. The colored school still uses the warehouse for this purpose.

In September, 1951, a state department survey of white and colored schools was requested by the county board of education.¹⁸ This survey was made and the recommendations were: to buy a new location and build a Negro elementary and high school and bring every Negro child in Candler County to Metter in the near future; to build a high school for white children, using the old high and elementary schools as the elementary school; and to bring every white child in Candler County into Metter.

The county board of education ruled that all teachers with less than a degree would be required to attend one session of summer school in May, 1951. The county board also

¹⁸Ibid., p. 60.

ruled at this time on the consolidation of the following schools. Union School voted to consolidate with Metter. Pulaski's high school lost the ninth, tenth, and eleventh grades to Metter High School. Rosemary School pupils were consolidated with Metter. The teacher from this school went to Aline School to help where conditions were overcrowded.

A delegation of colored patrons met with the board of education in February, 1954, and asked for a commercial department in the Candler County Training School. They were told that they would get one as soon as the new buildings were completed and ready for use.¹⁹

A new high school building for white pupils was completed and equipped in 1955. This is the only high school in the county for the white students. The building is on a recently purchased tract of land adjoining the school grounds of the old high school and elementary buildings. This new school is modern in every way, having been built under state supervision. Grades in the new building will be from eight through twelve. The elementary school will house grades one through seven. The old high school building will be painted and used as an elementary school building. The office and library of the old high school will now be the office and library of the elementary school.

¹⁹Ibid., p. 64.

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¹⁹Ibid., p. 64.

The number of schools for white students in Candler County for the 1955-56 term will be two: Metter and Pulaski Elementary School. In 1938 there were eight. Metter is fortunate in being located almost directly in the center of the county. The school bus network is planned so that every child, white and colored, has access to a bus. No child has to walk more than one half mile to reach the bus route.

To sum up the progress of the Candler County schools briefly, it would appear that there has been much good work done on the part of school people and laymen concerning the schools. The state has had able leaders, including Doctor M. D. Collins, State Superintendent of Schools. In Georgia the county school superintendent is elected. The county board of education is appointed by the grand jury. Many methods of county administration have been studied by the writer, and Georgia's method seems to be as good as any other studied.

The Candler County board of education has constantly been harassed for more money, always having to borrow to pay teachers and meet old notes; but it has always come through with better programs of education every year. The present board has done, and is doing, an efficient job concerning the new building program. Over one half million dollars is being spent on the schools for white and colored children in Candler County. The one half million dollar building

program was carried out by the state on land purchased by the county. The county was told to equip the building with desks and furniture. In order to do this the county board of education asked the county to vote a bond issue of \$85,000 for this purpose.²⁰ Even though the year before had been a desperately dry one for this farmer-dominated county, the bond election passed almost twenty to one. That in itself speaks for the people's approval of the schools and of the county board of education.

The Pulaski School building is brick, about fifteen years old, and in very good condition. This school has an elementary library, home economics facilities, indoor rest-rooms, an almost-new gymnasium, a good lunchroom, and an excellent faculty. For the 1955-56 school term, all of the county's buildings are brick; all have access to a gymnasium except the colored school; all have excellent lunchrooms; and the libraries are above the district average.

The teacher's status has greatly improved in the last ten years, partly because of three state laws. The first provided the Minimum Foundation Program of Education. This program was financed in 1951. Under this program the minimum salary for a teacher with a degree was set at \$2400, and three hundred dollars was allowed per teacher for improvements and

²⁰ Ibid., p. 65.

for the purchase of new equipment. The second law was the Teacher Retirement Law. The teacher pays five per cent of her salary every month into this fund. The state matches this from state funds. The law now says that after thirty-five years of teaching the teacher can retire with one half of her average salary. If the teacher desires to quit the profession, she can withdraw the money she has paid into the fund, forfeiting the amount the state has put in. A third program, the Adequate Program of Education in Georgia (hereafter referred to as the APEG) runs parallel with the Minimum Foundation Program. This program has not yet passed the legislature. In the summer of 1955 Georgia teachers received a salary increase of \$200.²¹

The building program in Georgia, under which Candler County has built two buildings costing over one half million dollars, is one of the very few of its kind in the United States. The state first makes a state-sponsored survey to find the county's needs. This survey committee, made up usually of college experts, estimates the future enrollment by studying the past enrollment, population trends, birth rates, and other means of computation. After completing this survey, the committee makes its report to the county and state. The county board of education studies the suggested program and introduces it to the laymen of the county.

²¹Statement by Governor Marvin Griffin on June 30, 1955, in a public address in Atlanta.

If, after this study, the county board agrees and accepts the committee's ideas, the county board applies to the state for the building funds necessary to implement the suggestions of the committee.

The state obtains this money by selling bonds. The county pays these bonds off to the state by letting the \$300 per teacher mentioned earlier go toward this fund. This program seems to be working very well, especially in the counties where it would be impossible for the residents to finance this type of building program.

Teacher allotment. The state allots teachers in Georgia on the density of pupils per square mile. Candler County falls under class five, which allots 2.51 to 4.50 pupils per square mile.²² This class allots one teacher for every twenty-four in average daily attendance in elementary school, and one teacher for every nineteen in average daily attendance in high school. This number was increased to twenty-six and twenty-one respectively in 1955. Under this reduction Candler County will have forty-five teachers for the 1955-56 term. It was found in the A. P. E. C. survey that, in order to have the type of program the county desired, the county would need five additional teachers. The above forty-five teachers will be paid from state funds.

²²Adequate Program of Education for Georgia Study Guide, 1954, p. 29.

Teachers' salaries. The state has a fixed schedule for paying teachers. This schedule is based upon college training. The new A. P. E. G. expects no teacher to be employed with less than a college degree. Eighty-three per cent of the 1954-55 white teachers of Candler County had degrees. The colored teachers measured somewhat higher, with ninety-two per cent having degrees. This schedule put the average salary of the white teachers of Candler County at \$2353, while the colored teachers drew \$2369.²³ It is expected by the county board of education that the white and colored teachers without degrees, shown in Tables XI and XII, will in the next few years earn their degrees by attending college in the summer months.

TABLE XI

1954-55 WHITE TEACHER CERTIFICATION BY SCHOOLS

School	College Training				Failures	ADA	Elem. H.S.	
	5 years	4 years	3 years	2 years			ADA	ADA
Aline	0	3	1	1	6	94	94	0
Pulaski	1	3	0	2	7	112	100	12
Metter	3	30	4	0	38	882	560	322
Total	4	36	5	3	51	1088	754	334

²³Ibid., p. 29.

TABLE XII

1954-55 COLORED TEACHER CERTIFICATION BY SCHOOLS

School	College Training			
	5 years	4 years	3 years	2 years
Aline	0	0	1	0
Byrd Junior High	0	7	0	0
Candler Co. Tr.	0	12	1	0
Dekle Branch	0	1	0	0
Mercer Grove	0	1	0	0
Smyrna	0	1	0	0
Total	0	22	2	0

Local and state finances for Candler County schools.

The A. P. E. G. tax committee made a survey to determine the ability of Candler County to finance the school program desired by the people. The comparison of assessed valuations to actual selling prices clearly shows that the assessed valuations are too low. To show this comparison Table XIV was made up from a sampling of recent property transfers.²⁴

The trend of tax collections for school purposes is going up slightly. It rose from \$19,154.53 in 1946 gradually to \$27,421.99 in 1953. Table XV shows these trends and the tax rates. The committee on taxes found

²⁴Ibid., p. 48.

TABLE XIII²⁵

STATE OF GEORGIA SALARY SCHEDULE FOR 1954-55*

ANNUAL SALARY BASED ON 10 MONTHS WORK

Type of Certificates	Yrs. of College Training	Beginning Base Salary	After 3 yrs. of approved Experience	After 6 yrs. of approved Experience	After 9 yr of approve Experience
Professional	5		\$2900	\$3100	\$3300
Provisional		\$2400	- - -	- - -	- - -
Professional	4	\$2400	\$2550	\$2700	\$2850
Provisional		\$1900	- - -	- - -	- - -
Professional	3	\$1900	\$2100	\$2200	\$2300
Provisional		\$1700	- - -	- - -	- - -
Professional	2	\$1700	\$1850	\$1900	\$1950
Provisional		\$1500	- - -	- - -	- - -

THE ANNUAL SALARY OF TEACHERS AS INDICATED ABOVE SHALL BE DISBURSED IN TWELVE MONTHLY PAYMENTS AS SHOWN BELOW:

Type Certificate	No. Years College Training	Beginner	After 3 yrs. Approved Experience	After 6 yrs. Approved Experience	After 9 yr Approved Experience
Professional	5		\$241.67	\$258.33	\$275.00
Provisional	5	\$200.00	- - -	- - -	- - -
Professional	4	200.00	212.50	225.00	237.50
Provisional	4	158.33	- - -	- - -	- - -
Professional	3	158.33	175.00	183.33	191.67
Provisional	3	141.67	- - -	- - -	- - -
Professional	2	141.67	154.17	158.33	162.50
Provisional	2	125.00	- - -	- - -	- - -

Inasmuch as county and city superintendents are employed on a twelve months basis, their monthly salary shall be one-tenth of the sum of which their teaching certificate entitles them on the first schedule set out above. This monthly salary shall be paid all county superintendents and all city superintendents employed in school systems having forty or more teachers for a period of twelve months during the 1954-55 school year

²⁵Copied from Salary Schedule issued by State Department.

*\$200. is to be added to each figure for 1955-56.

TABLE XIV
COMPARISON OF ASSESSED VALUATIONS²⁶

Type of Property	Assessed valuation from tax receivers records	Sales value determined by govt. stamps from clerk of court records	Per cent assessed value is of sales value
House and lot (in city)	\$1200.00	\$8500.00	14%
Farm	2000.00	8000.00	25%
Farm	285.00	2000.00	12%
Farm	285.00	2000.00	12%
Farm	500.00	4500.00	11%
House and lot (in city)	300.00	3500.00	9%
Farm	450.00	6500.00	7%

TABLE XV
TAX COLLECTION TRENDS FROM 1945 TO 1953²⁷

Year	Net Taxable Value	Maintenance Tax Rates	Total Tax Due	Total Tax Collected
1945	\$1,215,257.00	5 mills	\$ 6,070.29	\$ 5,861.66
1946	1,341,697.00	15	20,126.96	19,154.53
1947	1,383,719.00	15	21,051.98	19,551.91
1948	1,487,233.00	15	22,603.79	21,579.07
1949	1,651,007.00	15	25,064.97	23,807.01
1950	1,770,787.00	15	26,883.02	25,905.53
1951	1,951,541.00	15	29,600.39	27,573.16
1952	2,082,381.00	15	31,567.17	28,543.43
1953	2,147,422.00	15	32,546.91	27,421.99
1954	2,219,319.00	15	33,634.94	- - - - -

²⁶ Ibid.

²⁷ Ibid., p. 49.

a need for revision in the tax collection policies. A suggested idea was to have an outside-of-the-county tax expert come in and make a county tax survey. This is, however, a "sore spot" in most counties and is approached most cautiously.

Candler County has improved pupil transportation facilities. No child in the county is expected to walk more than one half mile to a bus route. One problem confronts the board concerning transportation, however, and this is publicly and privately owned buses. Every year the county board tries to improve upon this situation by replacing private buses with public buses. Table XVI will show that the public buses are cheaper. Another asset in having all public buses is that the county board has a greater degree of control.

TABLE XVI²⁸

COMPARISON OF PRIVATE AND PUBLIC TRANSPORTATION COSTS

	White	Colored
Cost per pupil--private bus	\$33.73	\$38.07
Cost per pupil--public bus	31.82	25.32
Cost per mile--private bus	.237	.24
Cost per mile--public bus	.246	.26

²⁸Ibid., pp. 30-32.

TABLE XVII
1954-55 SCHOOL TRANSPORTATION FACTS

	White	Colored
Number of buses	14	5
Number of trips in morning	14	5
Daily mileage (one way)		
Paved	69	28
Unpaved	285	151
Total	354	179
Yearly mileage	127,332	61,996
Number of children transported	902	429
Total yearly cost	\$30,097.75	\$15,185.07
Amount of public funds for new buses	\$ 5,545.22	None

To look only at the 1953-54 or 1954-55 reports, one would get an unfair impression of the school plants. For the past three years the county has been expecting to have the new buildings for white and colored students started. Some of the money for improvements to the present plants has therefore been withheld so that money could be used more wisely after the new buildings are constructed. This included improvements on the buildings, libraries, and grounds. As these new buildings have been built to be used for the first time next year, tables based on these old reports will not represent as accurate a picture as the one for next year probably will. Facts concerning the county school plants as they were in 1953-54 are represented in Table XVIII.

TABLE XVIII

FACTS CONCERNING THE COUNTY SCHOOL PLANT, 1953-54²⁹

	White	Colored
Number of desks	1240	681
Value of seating equipment	\$5,777	\$2,125
Auditorium seats and chairs	\$5,625	- - -
Laboratory equipment	\$2,350	\$ 412.68
Vocational equipment	\$13,050	\$1,252
Teachers desks	\$4,405	\$ 465.00
Motion picture machines	\$1,550	\$ 775.00
Food processing	\$5,300	- - -
Lunchroom	\$5,250	- - -
Total value of equipment	\$44,305	\$5,029.68
Grand total value of school plant	\$277,985	\$23,493.15

Almost every angle of the administration has been mentioned except the cost of operation. Table XIX covers this phase without further explanation.

TABLE XIX

ADMINISTRATION COSTS FOR 1953-54 (BASED ON 1952-54)³⁰

Item	Amount
Superintendent's salary	\$ 5,220.00
Superintendent's travel	141.30
Per diem county board of education	695.00
Clerk's salary	2,075.00
Attorney's fee	159.40
Surety bond	100.00
Office supplies	111.37
Other administration expenses	546.70
Total	\$ 9,048.77

²⁹1955 State Department Yearbook, p. 58.

³⁰Ibid., p. 59.

The next topic of discussion deals with the buildings and grounds. These, as in the case of the school plant, have been somewhat neglected at some of the schools to be consolidated this year. The grounds at the former high school were terraced and planted in Bermuda grass and have been improved. It is the state's hope that all schools built at the state's expense will have well terraced grounds. The grounds will probably have to be kept up to a certain standard. The new high school for white students is fortunate in having a group of trees on the south side. Table XX will give an idea of the buildings and grounds of the county as a whole.

TABLE XX
BUILDINGS AND GROUNDS, 1953-54³¹

	White	Colored
Number of buildings:		
brick	6	0
frame	3	8
stone	0	2
Total	9	10
Value of buildings	\$214,000	\$14,750
Value of grounds	\$ 5,670	\$ 1,850
Classrooms	51	19
Other rooms	19	2

The libraries have been mentioned to some extent already. The plans for the coming year include for Metter

³¹Ibid.

High School a full-time librarian and a half-time librarian for the elementary school. This half-time librarian will be a seventh grade teacher who has a substitute in the afternoon, in order that she can be free to go to the library as librarian. A full-time librarian approaches more nearly the ideal situation, but it cannot be accomplished at this time. The Pulaski School has, for its size and number of students, one of the best libraries in the district. The Pulaski School does not have a librarian as such, but each teacher acts as a librarian for her class. The Candler County Training School (colored) library is expected to have at least a part-time librarian. Table XXI will give some idea of the library situation in Candler County in 1953-54.

TABLE XXI
CANDLER COUNTY LIBRARIES, 1953-54³²

	White	Colored
Elementary volumes	1,199	242
High school volumes	6,256	1,100
Total volumes	7,455	1,342
Value of elementary volumes	\$ 1,210.40	\$ 545.00
Value of high school volumes	\$ 9,080.30	\$ 1,152.00
Total value of volumes	\$10,290.70	\$ 1,697.47
Value of teaching aids	\$ 3,230.00	\$ 166.00
Total value of books and teaching aids	\$13,610.70	\$ 1,863.47

³²Ibid., p. 61.

To give a clearer picture of the part the state plays in school finances, Table XXII has been prepared. From this table it can be seen that the state furnishes an overwhelming majority of the amount of money spent by Candler County. To put it on a percentage basis, the state furnishes eighty-nine per cent, and the county furnishes eleven per cent.

TABLE XXII

ALL INCOME FOR CANDLER COUNTY SCHOOLS FROM 1952-54 (AVERAGED TO ONE YEAR)³³

Item	Amount
Operation fund	\$ 270,340.79
Salary of county superintendent	3,420.00
Vocational funds	4,715.42
Special--veterans, etc.	2,781.68
Other	662.40
TOTAL FROM STATE	285,743.57
TOTAL FROM COUNTY	29,777.95
From other sources	4,579.82
TOTAL FROM STATE AND COUNTY	320,101.34
Per cent of total spent by state	89%
Per cent of total spent by county	11%

School enrollment. During the Adequate Program of Education in Georgia (APEG) survey, one of the most interesting and informative sections reported was on enrollment.

³³Ibid., p. 60.

It was found that the population in Candler County has been decreasing since 1920. This survey was not made to learn why the population was decreasing; it was made to obtain a better understanding of the past trend in order that future trends might be more accurately calculated. The state wanted to build buildings where they would be needed in the future as well as in the present. If surveys such as the APEG survey had been made before the schools were built, the schools probably would have been built at a place where they could still be used. The first table prepared by the APEG group was to show the trend of the population as a whole.³⁴ Table XXIII is headed "Rural" since the largest city in the county is Metter, with a population of approximately 2200. Table XXIII starts at 1920. This is due to the fact that Candler County was organized in 1914 and was not listed on the 1910 census as Candler County.

TABLE XXIII
RURAL POPULATION IN CANDLER COUNTY, 1920-1950

Year	White	Negro	Total
1910			
1920	5,491	3,737	9,238
1930	5,850	3,141	8,991
1940	5,996	3,107	9,103
1950			8,063

³⁴Adequate Program of Education for Georgia, op. cit., p. 8.

Table XXIII was made to answer this question: What has been the population trend in your county over the past fifty years?

Table XXIV was made to answer the question: How can one account for these trends in population?³⁵

TABLE XXIV
NUMBER, SIZE OF FARMS, AND NUMBER OF FARM WORKERS
1900-1950

Year	No. of farms	Average size of farms	Number of farm employees		
			White	Negro	Total
1920	1303	94.4 acres	807	496	1303
1930	1180	90.6 acres	836	344	1180
1940	1141	98.4 acres	852	280	1141
1950	1090	114.3 acres	824	266	1090

Table XV represents trends in enrollment from the year 1940 through 1954 as well as estimated enrollments for the years 1954 through 1960. Table XVI shows grade survival rates on a three-year average. Both of these tables are for the colored pupils. Because of the extreme width of these two tables, they will be placed on the following page.

³⁵Ibid.

TABLE XXV

TRENDS IN ENROLLMENT BY GRADES OF THE COLORED RACE FOR THE YEARS 1940-1954³⁶

School year	Grades							Elem. total	Grades			H. S. Total	Grand Total
	1	2	3	4	5	6	7	8	9	10	11	12	
1940-41	289	139	115	108	81	55	42	27	24	19	20	63	919
1941-42	334	125	95	83	78	51	33	41	24	17	12	53	893
1942-43	280	124	101	70	53	72	40	23	31	7	13	51	814
1943-44	299	100	120	97	77	48	45	36	8	16	8	32	854
1944-45	269	96	111	86	75	49	43	25	23	6	5	37	791
1945-46	302	91	83	108	78	50	46	40	21	15	13	41	839
1946-47	294	129	105	88	88	66	50	42	32	19	17	64	926
1947-48	255	133	103	80	68	70	56	43	27	23	19	67	875
1948-49	247	99	115	102	52	58	64	32	32	20	20	71	840
1949-50	234	106	101	100	88	49	48	34	22	30	21	72	832
1950-51	248	112	90	79	85	70	47	35	29	18	12	68	834
1951-52	231	110	94	75	70	71	55	39	26	23	16	81	826
1952-53	202	138	104	85	71	57	60	42	23	20	11	70	829
1953-54	166	126	132	84	74	66	58	60	31	18	11	73	839

ESTIMATED ENROLLMENT, 1955-1960

1954-55	240	93	116	112	76	64	58	50	41	24	12	10	87	896
1955-56	277	134	86	99	101	65	56	50	35	32	15	11	93	961
1956-57	211	155	123	73	89	87	57	48	35	27	20	13	95	938
1957-58	217	118	143	106	66	77	77	49	33	27	17	18	95	948
1958-59	209	122	109	122	95	57	68	66	34	26	17	15	92	940
1959-60	235	117	112	93	110	82	50	58	46	27	17	12	105	962

Average
Survival
Rate in
Per cent

56 92 85 90 86 88 86 69 78 64 89

TABLE XXVI

COLORED GRADE SURVIVAL RATES (THREE YEAR AVERAGE)³⁷

School year		1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
from	to											
1950-51	1951-52	.44	.84	.83	.89	.84	.79	.83	.74	.79	.67	.95
1951-52	1952-53	.60	.95	.90	.95	.81	.85	.76	.59	.77	.70	.92
1952-53	1953-54	.63	.96	.81	.87	.93	1.	1.	.74	.77	.55	.81
Average Survival rate		.56	.92	.85	.90	.86	.88	.86	.69	.78	.64	.89

TABLE XXVII

APEG TABLE SHOWING TRENDS IN ENROLLMENT BY GRADES FOR THE WHITE RACE FROM 1940-1954³⁸

School year	Grades							Elem.		Grades				H.S.	Grand total
	1	2	3	4	5	6	7	8	total	9	10	11	12	total	
1940-41	239	236	199	198	184	159	139	120	1478	104	79	68		251	1725
1941-42	194	185	201	178	159	168	138	117	1340	94	90	63		247	1587
1942-43	178	147	159	189	157	134	138	116	1218	87	67	77		231	1449
1943-44	182	130	131	145	170	128	121	112	1119	82	54	51		187	1306
1944-45	201	119	127	128	140	137	126	93	1071	76	73	43		192	1263
1945-46	199	171	147	140	140	129	138	105	1169	85	59	64		208	1377
1946-47	198	165	170	132	151	128	134	124	1202	97	67	62		226	1428
1947-48	152	171	152	148	127	116	116	128	1110	82	65	52		199	1309
1948-49	159	135	157	133	148	115	114	90	1051	100	74	65		239	1290
1949-50	158	140	145	160	139	136	106	89	1073	85	91	59		235	1308
1950-51	158	140	141	143	162	126	118	81	1969	83	69	58		210	1279
1951-52	138	145	119	147	124	145	119	91	1028	74	63	57	50	244	1272
1952-53	153	143	134	117	146	116	121	106	1036	87	61	49	46	243	1279
1953-54	133	145	132	124	132	114	125	106	1011	98	65	51	47	261	1272

³⁷ Ibid., p. 10.³⁸ White APEG Survey, ibid.

Referring back to Table XXV, it can be seen that in 1940 the enrollment in the first grade was 289. This group was the first group to attend the twelfth grade, with twenty in the class. To figure this decrease in the size of the class, one finds that out of the 1940-41 class only seven per cent graduated at Metter. From the figures given in this table, it will be interesting to note in the years from 1955 through 1960 how accurately the enrollment has been predicted.

In Table XXVI one notes that the greatest drop on the grade survival chart is from the 9-10 to the 10-11 group. This fact might be explained by the compulsory attendance law in Georgia which states that all children must attend school until they are sixteen. Usually an average child becomes sixteen in the above mentioned groups, and if he drops out it is at this time.

Table XXVII shows the trends in enrollment for the white race as Table XXV did for the colored pupils. By taking the 1940-41 group and following it through, one finds that fifty of this group graduated; that is, fifty out of 239, or twenty-one per cent. A comparison of this figure with the one obtained with the colored group shows that twenty-one per cent of the white group and seven per cent of the colored group graduated. The school populations is following the same trend as the county population. Both are decreasing slowly, but consistently, each year.

TABLE XXVIII

TRENDS IN ENROLLMENT BY GRADES FOR THE WHITE AND COLORED SCHOOLS, 1940-1954³⁹

School year	Grades							Elem. total	Grades				H. S. total	Grand total
	1	2	3	4	5	6	7	8	9	10	11	12		
1940-41	528	375	314	306	265	214	181	147	2330	128	98	88	314	2644
1941-42	528	310	296	261	237	219	171	158	2180	118	107	75	300	2480
1942-43	458	271	260	259	210	206	178	139	1981	118	74	90	282	2263
1943-44	481	230	251	242	247	176	166	148	1941	90	70	59	219	2160
1944-45	470	215	238	214	215	186	169	118	1825	99	79	51	229	2054
1945-46	501	262	230	248	218	179	184	145	1967	106	74	69	249	2216
1946-47	492	294	275	220	239	194	184	166	2064	129	86	75	290	2354
1947-48	407	304	255	228	195	186	172	171	1918	109	88	69	266	2184
1948-49	406	234	272	235	200	173	178	122	1820	132	94	84	310	2130
1949-50	392	246	246	260	227	185	154	123	1833	107	121	79	307	2140
1950-51	406	252	231	222	247	196	165	116	1835	112	87	79	278	2113
1951-52	369	255	213	222	194	216	174	130	1773	100	86	69	325	2098
1952-53	355	281	238	202	217	173	181	148	1795	110	81	65	313	2108
1953-54	299	271	264	208	206	180	183	166	1777	129	83	62	334	2111
ESTIMATED ENROLLMENT THROUGH 1959-60														
1954-55	346	212	252	242	197	177	165	155	1746	142	99	63	357	2103
1955-56	362	245	197	231	229	169	162	140	1735	133	109	76	372	2107
1956-57	326	257	227	181	219	196	155	137	1698	120	102	83	371	2069
1957-58	316	231	239	208	171	188	180	131	1664	117	92	78	359	2023
1958-59	283	224	214	219	197	147	172	153	1609	112	90	70	339	1948
1959-60	319	200	208	196	187	126	135	146	1517	131	86	69	346	1863
Average survival rate		.71	.93	.92	.95	.86	.92	.85		.86	.77	.77		.87

³⁹ Consolidated APEG Survey, p. 9.

The enrollment by grades for the colored and white races separately has been given. Table XXVIII shows the two races combined. For the last three years shown the twelfth grade has been added; in order to get a clear picture, that amount might be subtracted from the grand total.

The lowest yearly average survival rate points to the second grade; this figure is .71. This fact may be explained in part by the decrease in population in general as well as migration to other counties.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The three counties, Bulloch, Emanuel, and Tattnall, from which Candler County was formed either did not have any county schools until 1822 or all trace of these schools have disappeared.

During the years from 1822 to 1860 there are instances when these three counties received aid from the poor school fund. There was not much progress, however, because of the ill feeling which resulted from having to attend a "poor school."

The years from the Civil War to 1890 were progressive years. The enrollment tripled, and the average attendance rose rapidly. During this period many counties started special high schools, but the poorer counties could not, as the state refused to help with high schools.

After 1900 the state saw the need for high schools and in 1911 passed the high school aid program. Candler County became known by that name in 1914. Schools were first operated by this new county in 1915. One three-year high school was in operation in Candler County in 1915.

From 1920 to 1937 several things contributed to better schools. Some of these were: an act to consolidate the smaller schools into more efficient school units with the

aid of funds appropriated for this purpose; school buses for transporting white children; and teacher examinations.

The greatest achievements in the educational growth of Candler County occurred during the years from 1937 to 1955. Some of the most important achievements were: free textbooks; school buses for the colored children; state salary schedules; employment of a supervisor and a visiting teacher; and a teacher's retirement system.

This year (1955) Candler County completed a building program costing over one half million dollars. This will reduce the number of white schools in the county to two, and the Negro schools in the county to one.

The educational standards of the teachers have, from the college training viewpoint, risen consistently. The ten teachers without degrees expect to earn them by attending summer school.

With the well qualified teachers, exceptional school plants, and cooperative administration and laymen, Candler County should keep progressing educationally in the future as it has in the past.

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C. NEWSPAPERS

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D. PERSONAL INTERVIEWS

Mr. Roy Collins, Route 1, Cobbtown, Georgia.
 Mr. Jake Daughtry, Sr., Route 1, Cobbtown, Georgia.
 Mr. Allen R. Lanier, Statesboro, Georgia.
 Mr. Dan R. Mercer, Route 1, Cobbtown, Georgia.
 Mr. Fred L. Miles, Metter, Georgia.
 Mr. Louis Strange, Cobbtown, Georgia.
 Mr. S. L. Williams, Pulaski, Georgia.
 Mr. E. B. Crawford, Pulaski, Georgia.

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